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ABSTRACT

Designed to be used with modules 1 through 5, this sixth in a series of twelve modules presents sex equity teaching strategies unique to the agriculture classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evalution. (LRA)

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CE 026 326

promoting
sex equity
in the classroom

agriculture

Sex equity teaching strategies unique to agriculture classroom use are presented in this module. Strategies are grouped by Sex Equity Guideline categories: art, language, and content. Instructional suggestions based on the common strategies in Module #2, #3, #4, are adapted in an example lesson plan for both a secondary and postsecondary class.

Using Module #6	1
AG Strategies:	
Art	2
Language	3
Content	3
Lesson Plan/Media Check Sheet	
Postsecondary	5
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6

Using Creative Strategies - Agriculture (Ag.)
Module #6

This module is intended as an accompaniment to the first five modules. Its purpose is to help you adapt general strategies to promote sex equity contained in Modules #3, #4, and #5 for the vocational education discipline: Agriculture. Contents include specific strategies, lesson plans, and media evaluations.

Make sure you READ MODULE #1 before proceeding.

CHECK THE SYMBOL

After you have evaluated your media using the Sex Equity Check Sheet in Module #2 and have reviewed the general strategies for art, language or content in Modules #3, #4, #5, you are ready to adapt strategies for your situation. Because discipline-specific strategies for art, language, and content are represented collectively in this module, symbols have been used to ease identification. Creative strategies to promote sex equity in art follow the "painter's brush," those in language follow the "pen and ink bottle," and those in content follow the "set of books." Use these symbols to help identify quickly the strategies of interest to you.

CONSIDER AN EXAMPLE

To better understand how a creative strategy can counteract the negative effects of bias in resource materials, review the lesson plans provided. The name of the school, teacher, and course title are identified on each plan. These plans have been implemented and each represents one teacher's ideas on how to adapt a strategy for his/her unique teaching needs. The Sex Equity Check Sheet used to evaluate media for the lesson accompanies the plan. Note the checks in the "Yes" and "No" columns for art, language, and content to interpret the teacher's evaluation of the equitability of the resource and the choice of creative strategy.

INDIVIDUALIZE YOUR PLAN

Consider the information contained in this module that is directly related to your discipline; integrate with information in the first five modules. Evaluate your teaching resources, then select and adapt the creative strategies that will help you PROMOTE SEX EQUITY IN THE CLASSROOM.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Show examples of work for illustrative purposes done by both male/female. Examples: --carpentry project --farm wiring project.	
* * *	* * *
Place on bulletin board pictures of persons dressed for specific work situations. Examples: --welding --small gas engine repair.	Analyze tasks to be performed and safety precautions necessary in relation to proper clothing for accomplishing the job.
* * *	* * *
Follow "Guidelines - Art" in making pictorial presentations, overheads, posters, bulletin boards, and handouts. Example: --Slide presentation illustrating feed mill or tractor repair shop showing both females/males as workers and supervisors.	
* * *	* * *
Provide handouts depicting females in nontraditional roles doing jobs requiring mechanical skill and males doing "soft" jobs. Examples: --female repairing tractor --male arranging flowers --female selling livestock feed.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Develop a departmental brochure describing job possibilities using gender-free titles. Examples: --floriculturist --forest ranger --farm machinery mechanic.	Create design. Take photographs. Write descriptions. Print the brochure.
* * *	* * *
Make an assignment to write a paper comparing roles by sex of various animals, particularly parenting roles.	
* * *	* * *
Assign a study of sex roles as they have evolved from prehistoric times. Allow student to select period of history and specific culture they wish to study.	Prepare an oral or written report with emphasis on sex roles for the class with length determined by the teacher.
* * *	* * *
Use general terms such as farmer, producers, etc.	Use general terms such as farmer, producer, etc., in assignments and discussions.
* * *	* * *
Acknowledge emotions such as fear of electric welders, blood, knives, etc., and encourage students to face and overcome their fears. Examples: --taking field trips to meat lockers --observing castration techniques --sharing personal feelings in discussions.	Participate in as many activities as possible. Learn proper procedures and then attempt to overcome personal fears by participating.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Contact a person employed in a non-traditional position, such as a woman managing a dairy product testing laboratory, to speak to the class. If a person in a nontraditional role is not known personally, contact a state university for names and positions.	
* * *	* * *
Invite females performing active roles in farm organizations, on fair boards, advisory councils, pork producers, etc., to speak to class regarding the advantages and disadvantages of their positions.	
* * *	* * *

Teacher Dan Brown
School Ellsworth Community College
Discipline Agriculture
Course Title Farm Machinery Maintenance and Repair

LESSON PLAN #1

UNIT: Combines

LESSON TOPIC: Combine adjustments

OBJECTIVES:
To review identification and functions of combine parts.
To identify harvesting problems.
To describe combine adjustments for proper harvesting.

INSTRUCTIONAL MEDIA:

PRINT:
1. A worksheet showing a combine cross section
2. Operator Manuals (various companies)
3. Handout-summary of harvesting problems

NONPRINT: Slide set on principles of combine operation

Guidelines No(s). Implemented

Art _____
Language 2,3,4 (See pp.7-10)
Content _____

TEACHING TECHNIQUE: presentation and practice

CREATIVE STRATEGY(IES) USED:
Use gender-free terms in discussions and assignments. Elicit the same participation from all students, male or female.

TEACHER PREPARATION: (Specific adaptation of strategy applied to class and objective.)
Collect and duplicate handouts and worksheets.
Order slide set.
Obtain variety of operator's manuals.
NOTE: This lesson was taught in a three hour class period. Previous lessons had included instruction on combine part identification.

CLASSROOM PROCEDURE:

TEACHER	STUDENT PARTICIPATION
1. Outline objectives. 2. Show slide set. 3. Distribute handout showing cross section of combine parts. 4. Instruct students to identify parts. 5. Review parts identification and functions. 6. Lead discussion of harvesting problems. 7. Emphasize the importance and use of the operators manual. 8. Distribute handout for notes which describes harvesting problems, causes, and remedies. 9. Have students identify combine parts in the laboratory. 10. Demonstrate adjustment procedures.	IN CLASS 1. View slide set. 2. Complete worksheet identifying combine parts and functions. 3. Participate in discussion. 4. Identify combine parts in the laboratory. 5. Use operator manual to assist in making adjustments. OUT OF CLASS

MANAGEMENT TECHNIQUES, IF USED:

TEACHER REACTIONS:

Many items on the checksheet did not apply to the handouts because these were devoted to technical combine problems. The slide set was not entirely equitable in its artwork. Some artwork showing females operating combines could be included in a bulletin board display.

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education
(for Lesson Plan #1)

TITLE:

Slide set on principles of combine operation

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

Expanded Societal Role - a part played by an individual that is not bound by an organized traditional pattern of relationships.

Nonprint Instructional Medium - includes audible tapes, instructional pictures, slides and filmstrips, sound motion pictures, video tapes.

Nontraditional Occupation - jobs females or males enter which have been prescribed traditionally to the other sex.

Print Instructional Medium - includes laboratory manuals, transparencies, study guides, textbooks, programmed instruction books.

Sex Bias - prejudice based solely on sex exclusive of individual characteristics.

Sex Equitable - males and females presented in a balanced manner, impartially, showing like treatment.

ART WORK - ILLUSTRATIONS AND/OR PICTURES

	Yes	No	N/A
1. Does art work maintain a numerical balance between the sexes?		✓	
2. Does art work depict alternately both females and males in dominance?		✓	
3a. Are females depicted in nontraditional occupations?		✓	
3b. Are males depicted in nontraditional occupations?		✓	
4a. Does art work depict males and females equally in varied levels of occupational status?			✓
4b. Does art work depict females and males equally in varied levels of occupational responsibility?			✓
5a. Are males depicted using vocationally acquired skills in expanded societal roles?			✓
5b. Are females depicted using vocationally acquired skills in expanded societal roles?			✓
6a. Are females depicted in appropriate attire for their occupational roles?		✓	
6b. Are males depicted in appropriate attire for their occupational roles?	✓		
7a. Do illustrations of people include many body types?		✓	
7b. Do illustrations of people include occasional evidence of handicaps?		✓	

Comment - Very few people in the slide set but all combine operators are males. Females are shown assisting in the work on some slides.

6-8

LANGUAGE - WRITTEN/SPOKEN

If the spoken word is involved, answer all questions on this page; if not respond only to first nine items.

		Yes	No	N/A
1.	Are titles of address indicating gender omitted?	✓		
2a.	Are gender-free plural pronouns used?	✓		
2b.	Is there an equal balance of gender-specific singular pronouns?			✓
3.	Are gender-free nouns substituted for gender pronouns?			✓
4.	Are gender-free nouns used to denote all human beings?			✓
5.	Do indefinite pronouns have a plural pronoun referent (thus avoiding use of singular gender pronouns, e.g., he/she, her/his)?			✓
6.	Are sex-free occupational titles used as indicated in the 1977 Dictionary of Occupational Titles, fourth edition?	✓		
7.	Is reference made to physical appearance only when there is a purpose?	✓	or	✓
8.	Is each occupation described as being performed by both sexes?			✓
9.	Are nondemeaning descriptions of people used?			✓

LANGUAGE - SPOKEN

10a.	Is a range of emotions expressed by a female speaker(s)?			✓
10b.	Is a range of emotions expressed by a male speaker(s)?			✓
11a.	Do male vocal presentations communicate the intended message avoiding sex-biased connotations?	✓		
11b.	Do female vocal presentations communicate the intended message avoiding sex-biased connotations?			✓
12a.	Are titles of address indicating feminine gender used only if speaker prefers?			✓
12b.	Are titles of address indicating masculine gender used only if speaker prefers?			✓

CONTENT - EXPLICIT AND/OR SUBTLE

	Yes	No	N/A
1a. Are females portrayed in a variety of occupations?			✓
1b. Are males portrayed in a variety of occupations?			✓
2a. Are males portrayed in a range of societal roles?			✓
2b. Are females portrayed in a range of societal roles?			✓
3a. Do females portray a range of emotions?			✓
3b. Do males portray a range of emotions?			✓
3c. Do males portray a range of values?			✓
3d. Do females portray a range of values?			✓
3e. Do females portray a range of interests?			✓
3f. Do males portray a range of interests?			✓
3g. Do females portray a range of abilities?			✓
3h. Do males portray a range of abilities?			✓
4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?		✓	
4b. Are males presented in nontraditional occupations to illustrate the diversity of abilities?			✓
5. Is preparation for an occupation described as available to individuals regardless of sex?		✓	

Note: Only occupation discussed is a combine operator.

Teacher Glen Heitritter
School West Sioux City High School
Discipline Agriculture
Course Title Agriculture

LESSON PLAN #2

UNIT: Marketing

LESSON TOPIC: What is demand and how does it change?

OBJECTIVES:

1. To define the term demand and to identify a demand curve.
2. To list factors which will cause an increase or decrease in demand.

INSTRUCTIONAL MEDIUM:

PRINT:

NONPRINT: Transparencies describing and showing demand curves. Transparencies should show direction of change due to changes in the market place.

Guideline No(s). Implemented

Art
Language 4 (See pp. 13-16)
Content

TEACHING TECHNIQUE: discussion, small group discussion with activity

CREATIVE STRATEGY(IES) USED:
Use general gender-free terms such as farmer, producer, etc., in assignments and discussions.

TEACHER PREPARATION: (Specific adaptation of strategy applied to class and objective.)
Prepare transparencies and handouts using nongender terms.

CLASSROOM PROCEDURE:

TEACHER	STUDENT PARTICIPATION
1. Distribute handout on demand curves to students. 2. Discuss and explain demand curves using transparencies and handout. 3. Divide class into groups of three or four students per group. (Two boys and two girls per group, if possible.) 4. Assign a grain commodity to each group. Students are to develop a promotional plan, using non-gender terms, which will persuade the consumer to buy products developed from the grain commodity which was assigned to the group.	IN CLASS 1. Brainstorm possible new products. 2. Develop promotional plan. 3. Discuss promotional plans which have been developed out of class. 4. Discuss what nongender terms could be used in place of common gender terms which are included in promotional plan reports. OUT OF CLASS

MANAGEMENT TECHNIQUES, IF USED:

TEACHER REACTIONS:

Most of the items on the Sex Equity Check Sheet did not apply because the transparencies did not refer to either sex or any sex roles.

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education

(for Lesson Plan #2)

TITLE:

Transparency set describing supply and demand curves for agricultural commodities

AUTHOR (producer):

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

Expanded Societal Role - a part played by an individual that is not bound by an organized traditional pattern of relationships.

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ART WORK - ILLUSTRATIONS AND/OR PICTURES

	Yes	No	N/A
1. Does art work maintain a numerical balance between the sexes?			✓
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3a. Are females depicted in nontraditional occupations?			✓
3b. Are males depicted in nontraditional occupations?			✓
4a. Does art work depict males and females equally in varied levels of occupational status?			✓
4b. Does art work depict females and males equally in varied levels of occupational responsibility?			✓
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5b. Are females depicted using vocationally acquired skills in expanded societal roles?			✓
6a. Are females depicted in appropriate attire for their occupational roles?			✓
6b. Are males depicted in appropriate attire for their occupational roles?			✓
7a. Do illustrations of people include many body types?			✓
7b. Do illustrations of people include occasional evidence of handicaps?			✓

LANGUAGE - WRITTEN/SPOKEN

If the spoken word is involved, answer all questions on this page; if not respond only to first nine items.

		Yes	No	N/A
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2b.	Is there an equal balance of gender-specific singular pronouns?			✓
3.	Are gender-free nouns substituted for gender pronouns?			✓
4.	Are gender-free nouns used to denote all human beings?			✓
5.	Do indefinite pronouns have a plural pronoun referent (thus avoiding use of singular gender pronouns, e.g., he/she, her/his)?			✓
6.	Are sex-free occupational titles used as indicated in the 1977 Dictionary of Occupational Titles, fourth edition?			✓
7.	Is reference made to physical appearance only when there is a purpose?			✓
8.	Is each occupation described as being performed by both sexes?			✓
9.	Are nondemeaning descriptions of people used?			✓

LANGUAGE - SPOKEN (Not Applicable)

10a.	Is a range of emotions expressed by a female speaker(s)?			✓
10b.	Is a range of emotions expressed by a male speaker(s)?			✓
11a.	Do male vocal presentations communicate the intended message avoiding sex-biased connotations?			✓
11b.	Do female vocal presentations communicate the intended message avoiding sex-biased connotations?			✓
12a.	Are titles of address indicating feminine gender used only if speaker prefers?			✓
12b.	Are titles of address indicating masculine gender used only if speaker prefers?			✓

CONTENT - EXPLICIT AND/OR SUBTLE

	Yes	No	N/A
1a. Are females portrayed in a variety of occupations?			✓
1b. Are males portrayed in a variety of occupations?			✓
2a. Are males portrayed in a range of societal roles?			✓
2b. Are females portrayed in a range of societal roles?			✓
3a. Do females portray a range of emotions?			✓
3b. Do males portray a range of emotions?			✓
3c. Do males portray a range of values?			✓
3d. Do females portray a range of values?			✓
3e. Do females portray a range of interests?			✓
3f. Do males portray a range of interests?			✓
3g. Do females portray a range of abilities?			✓
3h. Do males portray a range of abilities?			✓
4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?			✓
4b. Are males presented in nontraditional occupations to illustrate the diversity of abilities?			✓
5. Is preparation for an occupation described as available to individuals regardless of sex?			✓

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